DOCUMENT RESUME

ED 110 803 CE 004 618

AUTHOR Cameron, Donald L.; Lutz, Barrett
TITLE Model Career Resource Center: Final Report.
INSTITUTION State College Area School District, Pa.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
PUB DATE Jun 73
NOTE 20p.; Best copy available; Project No. 50003

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Career Planning; *Educational Resources; Guidance Functions; Guidance Services; *Information Systems; *Resource Centers; Secondary Education; *Vocational Development
IDENTIFIERS Pennsylvania (State College); *State College Area School District

ABSTRACT

To deliver career guidance services to the secondary school students of the State College Area High School, a career resource center was established and a career counselor provided for the school. Six general areas of activity are described: (1) a library of resource materials, (2) an attractive and appropriate space for counseling or for meetings, (3) human resources from outside the school, (4) community programs, (5) an integrated curriculum of regular subject matter with career information, and (6) faculty expertise in selecting and using appropriate materials. An evaluation of the services is made through student surveys and plans are made for continuing the center. Instruments, materials, and a floor plan of the facility are appended. (MU)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED110803

JUL 24 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

Model Career Resource Center

(Project No. 50003)

Dr. Donald L. Cameron
Assistant Superintendent for Pupil Personnel Services

Barrett Lutz
Career Resource Specialist

State College Area High School
State College, Pennsylvania

June 1973

BEST COPY AVAILABLE

Pennsylvania Department of Education

Bureau of Vocational, Technical and Continuing Education

CE004618

Contents

I. Model Career Resource Center

A. Statement of objectives

B. Definition of CRC in terms of six activity areas

II. Methods

A. Senior High School Guidance Awareness Survey

B. Experimental control group testing

III. Results

A. Student awareness of guidance role in career planning

B. Experimental group increase, control group decrease

IV. Conclusions

A. Student

B. Teacher

C. Community

Model Career Resource Center

The Career Resource Center is a strategy for the delivery of career guidance services to students. The Career Resource Center is a place where students can receive occupational, educational and finanical aid information, with assistance from a career counselor, at any time during the school day.

Students attending a school with a Career Resource Center become aware of the concept of career planning. Students confronted with a decision involving career planning know that the Career Resource Center is the place to go for accurate career information and professional assistance; and after utilizing CRC materials, the student is better able to make an informed career choice.

The Career Resource Center can be defined in terms of six general areas of activity.

Activity Area 1: During the past three years the CRC has developed a library of accurate, relevant career information.

1. Information and Equipment Inventory

   The Career Resource Center is essentially a library of career related information. The information is in a variety of forms. These are career books, career briefs on paper and on microfilm, cassette tapes, sound filmstrips, pamphlets and brochures, and records. The CRC contains two microfilm readers, two sound filmstrip projectors, a reader printer and cassette tape players. See appendix "A" for a comprehensive listing of CRC information and equipment.

2. Free information

   Although much of the information must be purchased, there are many sources of free information. Mr. Richard Swails, former Career Resource Specialist, developed a bibliography of over 3,000 sources of free career information.

Activity Area 2: The CRC was established to be a comfortable, attractive area in which students could receive career information with assistance from counselors.

1. Floor plan

A drawing of the floor plan of the CRC is included as Appendix 'B'. The windows, which constitute the South wall, provide plenty of natural light and lend a bright atmosphere to the CRC. East and North walls are essentially bulletin boards where posters and other information could be placed. The center is located in a well traveled area near the counseling suite. The counseling suite and CRC are not in the administrative wing of the building. The main floor area comfortably houses 20 - 25 students in attendance at a group meeting. There is also a small group room which accomodates 6 to 8 students.

2. Student use of Career Resource Center

When accurate, relevant career information and professional, assistance are available, students will utilize them.

a. A survey taken during the 1970-71 school year indicated that a total of 480 students had visited the center during its first four months of operation.

b. A similar survey was taken during the 1971-72 school year indicated that a total 487 students used the center during the first two months, September and October.

c. During the 1971-72 school year 375 students per month visited the CRC.

d. During the 1972-73 school year a comprehensive count of students visiting the center was not made, however usage of the CRC materials continued to be high.

3. Sophomore Orientation

During the 1972-73 school year, all sophomore students were given a one class period (48 minutes) orientation meeting in the CRC. At this time the students met in a small group of 5 to 8 students with his counselor and the relationship between the CRC and career planning was discussed. After the introduction, students were given a tour of the four areas of the CRC as defined in Appendix 'C'.

4. Orientation Evaluation

Following the orientation meeting, students were asked to complete an evaluation form and were also given an opportunity to request to return to the center to meet with their counselor. About 1/3 of the students made appointments with a counselor to return to the center. Another 1/3 of the students returned to the center on their own and were assisted by the paraprofessional or the Career Resource Specialist. The orientation meeting succeeded in getting two thirds of the schools sophomore students involved in career planning. Sophomore students were almost unanimous in answering yes to question one of the evaluation form which asked if they felt the materials in the CRC would be of value to them and be used by them during their three years in high school.

Activity Area 3. During the three years the CRC has been in operation, human resources were used to assist young people in their career planning.

1. Career Speaker Program

A planned program of career talks was held in the CRC each month. These talks were presented by people in the community representing a wide variety of occupational areas, from skilled trades to the professions. About 40 career speakers visited the CRC per year. Students could attend talks in any occupational area in which they had interest by filling out a pre-registration form. (See Appendix'D'). The number of students in attendance at Career Speaker Presentations averaged 25.

2. School Speaker Program

Students whose career choice required further education, of the two-year, four-year, or trade-technical school variety, were helped to make an informed choice through exposure to information provided by school speakers. Speakers representing 52 schools spoke to approximately 500 students during the 1972-73 school year.

3. Military Speakers

Speakers representing each branch of the military, and the military academies, spoke to groups of interested students. Each speaker made one scheduled appearance to meet with interested students. After the initial meeting military recruiter were available for individual and small group meetings with interested students.

ERIC

4. School-Community Career Day Program

With parent and teacher permission, (see Appendix 'E'), students were given the opportunity to spend a school day or a portion of a day in the 'world of work'. He was given the opportunity to visit a worker on the job to get first - hand information about a job. The student's counselor arranged the visit and held a pre and post conference with the student. Twelve students took part in this activity during the 1972-73 school year. This program was previously the CRC program, "A Day with a Rotarian". The name was changed as it became necessary to involve persons who were not Rotarians.

Activity Area 4: Activities were planned to familarize students, parents, and the community with the CRC.

1. Sophomore Orientation

During the 1972-73 school year each sophomore student attended a one class period (48 mintes) orientation meeting in the Career Resource Center. A description of the activity was included in the education news section of the local evening newspaper.

2. Open House

An open house, open to all interested students and citizens of the community, was held the evening of October 24, 1972. The time and purpose of the meeting was publicized, with pictures, in both local newspapers. The meeting and publicity did a great deal to educate the public concerning the CRC and the emphasis on career planning in the State College Area High School.

3. Civic and Professional Organizations

Mr. Richard Swails, former Career Resource Specialist, gave a formal presentation on the Career Resource Center to nearly every professional and civic organization in the area on the CRC. Members of these organizations, as a result, became actively involved in career education by visiting the CRC as a career speaker or by hosting students on the job.

During the 1972-73 school year the State College Kiwanas Club gave the CRC a monetary gift to be used for the purchase of career related materials.

The present Career Resource Specialist spoke at the Industrial Education Conference, held at the Centre County Vocational-Technical School on April 7, 1973, where a number of local representatives of vocational education were present.

4. Visitors

Approximately 40 counselors and administrators, representing ten Pennsylvania school districts, visited the CRC to view it in operation. Six counselors representing Intermediate Unit #16 visited the center for the same purpose. A workshop was held in the CRC for 30 counselors attending an organizational meeting of Intermediate Unit #10 counselors. The CRC answered information requests from counseling departments of nine school districts.

Activity Area 5: Career materials and decision-making activities have been integrated with the classroom work in various subject areas.

1. Over the year the Career Resource Center was an intregal part of an eleventh and twelfth grade English elective on Vocational Reporting Writing. Students in this course spent a great deal of time in the Career Resource Center gathering information.
2. A unit on job interviewing was developed to be used with all students enrolled in the Work Experience Program.
3. A unit on decision-making was developed for use with 10th grade English classes. Six classes, involving approximately 125 students participated in this three week unit. The Life Career Game was a primary activity in this unit. Both teachers and students were positive in their evaluation of this unit.
4. Meeting with career and school speakers were essentially group meetings. Students were encouraged to ask questions of the speaker and to interact with the speaker personally. Interaction among students, and between students and speaker, was encouraged.
5. The center was open from 8 to 4 daily and a professional or para-professional was constantly available to assist students. Impromtu small group and individual counseling sessions evolved out of this arrangement.

Activity Area 6: Counselors and other faculty members were assisted in the selection and use of appropriate career materials.

1. During the 1971-72 school year, all members of the district's guidance staff, counselors and para-professional, participated in an afternoon in-service program in vocational guidance. Dr. Edwin Herr, Chairman of the Counselor Education Department at Penn State, joined Mr. Swails in helping the staff focus on how some of the activities now being utilized might be improved, and

how we might utilize the Career Resource Center more effectively.

2. In addition to the above program, Mr. Swails and the present Career Resource Specialist spent a great deal of time with individual counselors and teachers in assisting them in the selection and utilization of occupational materials.

Methods

The Senior High School Guidance Awareness Survey, State College Area School District Counseling and Guidance Department, was administratered to 545 Sophomore students, 482 Juniors, and 330 Seniors. Among other questions on the survey, students were asked to answer yes, no, or not his responsibility to the following questions:

1. Does your counselor help you plan for education after high school?
2. Does your counselor help you to plan for careers after high school?
3. Does your counselor help you to find out how to qualify for jobs you would like to have?
4. Does your counselor help you to learn about different jobs?
5. Does your counselor give and explain to you tests that tell your interests?

To determine the quality of the service provided by the CRC, two surveys, the Vocational Development Inventory, by John O. Crites, and the Pennsylvania Department of Education Survey, Career Awareness, were administered to 60 randomly chosen sophomore students (30 boys and 30 girls), attending the State College Area Senior High School, and to 60 randomly chosen sophomore students (30 boys and 30 girls), attending the control school, Bellefonte Area Senior High School, Bellefonte, Pennsylvania. The surveys were administrated to determine if the State College Area Senior High School students, who have access to a CRC, score higher on the surveys than the control school students who do not have access to a CRC. The central school department contained only a limited amount of career related infomation, and on special effort was made to publicize the guidance department's role relative to career planning.

ERIC

Results

Due to the fact that there was little class difference in the percent of students answering yes, no, or not his responsibility, results will be reported in total.

	Yes	No	Not Responsibility
1. Does your counselor help you plan for education after high school?	992	276	39
2. Does your counselor help you to plan a career after high school?	934	299	67
3. Does your counselor help you to find out how to qualify for jobs you would like to have?	866	324	98
4. Does your counselor help you to learn about different jobs?	900	287	104
5. Does you counselor give and explain to you tests that tell your interests?	838	387	63

The role of the CRC in career planning has been communicated to a very high percentage of the students surveyed. They know that the guidance department, part of which is the CRC, is the place to go for career related information.

State College Area High School students are aware of the concept of career planning and after exposure to the CRC are better able to make an informed career choice. Average scores of State College Area High School sophomores increased while average scores of control school sophomores decreased slightly on the Career Awareness test and the Vocational Development Inventory.

State College:

	Career Awareness		Vocational Development Inventory	
	Boys	Girls	Boys	Girls
Pre-Test	18.83	20.53	86.73	83.13
Post-Test	20.27	21.26	88.30	89.96

Control School:

	Career Awareness		Vocational Development Inventory	
	Boys	Girls	Boys	Girls
Pre-Test	19.90	19.06	84.80	81.10
Post-Test	17.65	17.55	76.31	78.14

Conclusions:

The Career Resource Center has been accepted as an integral part of the State College Area High School. Students look to the CRC to fulfill their information and experiential needs as they plan for entry into the labor force or for further education. Teachers look to the resources of the Career Resource Center as they attempt to make classroom instruction relevant to the present needs and future plans of their students.

Citizens of the community look to the CRC as the avenue through which they can play a part in education. Workers become 'resources' to be utilized by the school. As a result of the exchange needed information is related to students and, equally as important, values of community members are expressed in the school. School and community move closer together.

We plan to continue with the activities presently in operation as we seek other ways to serve school and community. We are presently experimenting with a job placement activity. We have also discussed placing career related information in classrooms to establish a more direct link between classroom work and career plans. Mini-courses in career planning and decision making are also being planned and will be intergrated into the curriculum. In total, the CRC has had an impact on the community and school and has the potential to have an even greater impact in the future.

INFORMATION & EQUIPMENT INVENTORY
CAREER RESOURCE CENTER
STATE COLLEGE AREA HIGH SCHOOL
State College, Penns.

Appendix "A"

I. Interest Survey
- Kuder Reference Record — Science Research Associates (SRA)
- Occupational View-Deck — Chronical Guidance (CG)
- Viewed on - Lighted Viewer (CG)
- The Self-Directed Search — Consulting Psychologist's Press

II. Career Information
- Occupational Briefs
  - Careers for High School Graduates (SRA)
  - Occupational Exploration Kit (SRA)
  - Ready Reference to Occupation (CG)
- Encyclopedia of Careers and Vocational Guidance - J.G.Ferguson Publ.Co.
- Occupational Outlook Handbook - Sup't of Documents
- Occupational Outlook Quarterly - Sup't of Documents
- Dictionary of Occupational Titles - Sup't of Documents
- Career Books
  - Careers in Depth - Richards Rosen Press, Inc.
  - Career Opportunities - J.G.Ferguson Publ. Co.
  - Vocational Guidance Manuals - Universal Publ. & Dist. Corp.
  - Arco Rosen Career Guidance Series - Arco Publ. Co.,Inc.
- Occupational Tapes
  - Career Tapes - Educational Sensory Programming
  - Career Tapes - Northeastern University
  - Played on - Norelco Cassette Tape Recorder - State College TV
- Microfilm Briefs
  - Pennscript - Pennsylvania Dept. of Education
  - Occupational Microfile (CG)
  - Read on - Atlantic F66 Microfiche Reader & 3M Model 400 Reader-Printer - 3M Business Prod. Sales, Inc.
- Job Experience Kit (SRA)
- Sound Filmstrips - Bowmar Guidance Associates (GA)
  - Played on - Dukane Cassette A-Vmatic Sound Filmstrip Projector (CP-4) and Dukane Cassette Super Micromatic Sound Filmstrip Projector (CP-8) (GA)
  - Wollensak Listening Center and Wollensak Headsets (8) - State College - TV

III. School Information
- College Entrance View Deck (CG)
- Viewed on- Lighted Viewer (CG)
- College Bulletins
  - Trade and Technical Schools
  - Pennsylvania 4-Year Schools
  - Pennsylvania 2-Year Schools
  - Out-of-State 2-Year Schools
  - Put-of-State 4-Year Schools
- School and College Reference Books
  - The ACAC Handbook for College Admissions
    Association of College Admission Counselors
    Evanston, Illinios 60201
  - Barron's Guide to Two-Year Colleges
    Barron's Educational Series, Inc.
    113 Crossways Park Drive
    Woodbury, New York 11797

Barron's How To Prepare For College Entrance Examinations
Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

Barron's Profiles of American Colleges
Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

College Admissions Data
Educational Research Corporation
Cambridge, Massachusetts

The College Handbook
The College Entrance Examination Board
Publications Order Office
Box 592
Princeton, New Jersey 08540

Comparative Guide to American Colleges
Harper and Row, Publishers
49 E. 33rd Street
New York, New York 10016

Lovejoy's Career and Vocational School Guide
Simon and Schuster
Rockefeller Center
630 Fifth Avenue
New York, New York 10020

Lovejoy's College Guide
Simon and Schuster, Inc.
Rockefeller Center
630 Fifth Avenue
New York, New York 10020

Lovejoy's Scholarship Guide to Colleges and Preparatory Schools
Simon and Schuster, Inc.
Rockefeller Center
630 Fifth Avenue
New York, New York 10020

A National Catalogue of Scholarships and Other Financial Aids for Students Entering College
Wm. C. Brown Company Publishers
135 South Locust Street
Dubuque, Iowa 52003

IV. Personal Social Information
Sound Filmstrip (GA)
Guidance Series Booklets (SRA)

V. Decision Making Skills
Life Career Games #3253 - Western Publishing Co., Inc.

Addresses of Vendors

Arco Publishing Co.,Inc.
219 Park Avenue, South
New York, N.Y. 10003

Bowmar
622 Rodier Drive
Glendale, Calif. 91201

Careers, Inc.
Largo, Florida 33540

Chronicle Guidance
Moravia, N. Y. 13118

Consulting Psychologists' Press
577 College Avenue
Palo Alto, Calif. 94306

Educational Sensory programming
Rt. 1, Box 418A, Highway 1N
Jonesboro, Arkansas 72401

Guidance Associates
Pleasantville, N. Y. 10570

Hoyer's Photo Supply
18th & 4th Streets
Williamsport, Pa. 17701

Institute for Research
Chicago, Illinios 60611

J.G. Ferguson Publishing Co.
Chicago, Illinois 60611

3M Business Product Sales, Inc.
7101 Airport Highway
Pennsauken, N.J. 08101

Northeastern University
Boston, Massachusetts 02100

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

Richards Rosen Press, Inc.
29 East 21st Street
New York, N. Y. 10010

Science Research Associates
259 East Erie St.
Chicago, Illinois 60611

State College TV
232 South Allen St.
State College, Pa. 16801

Superintendent of Documents
Bureau of Labor Statistics
Washington, D.C. 20000

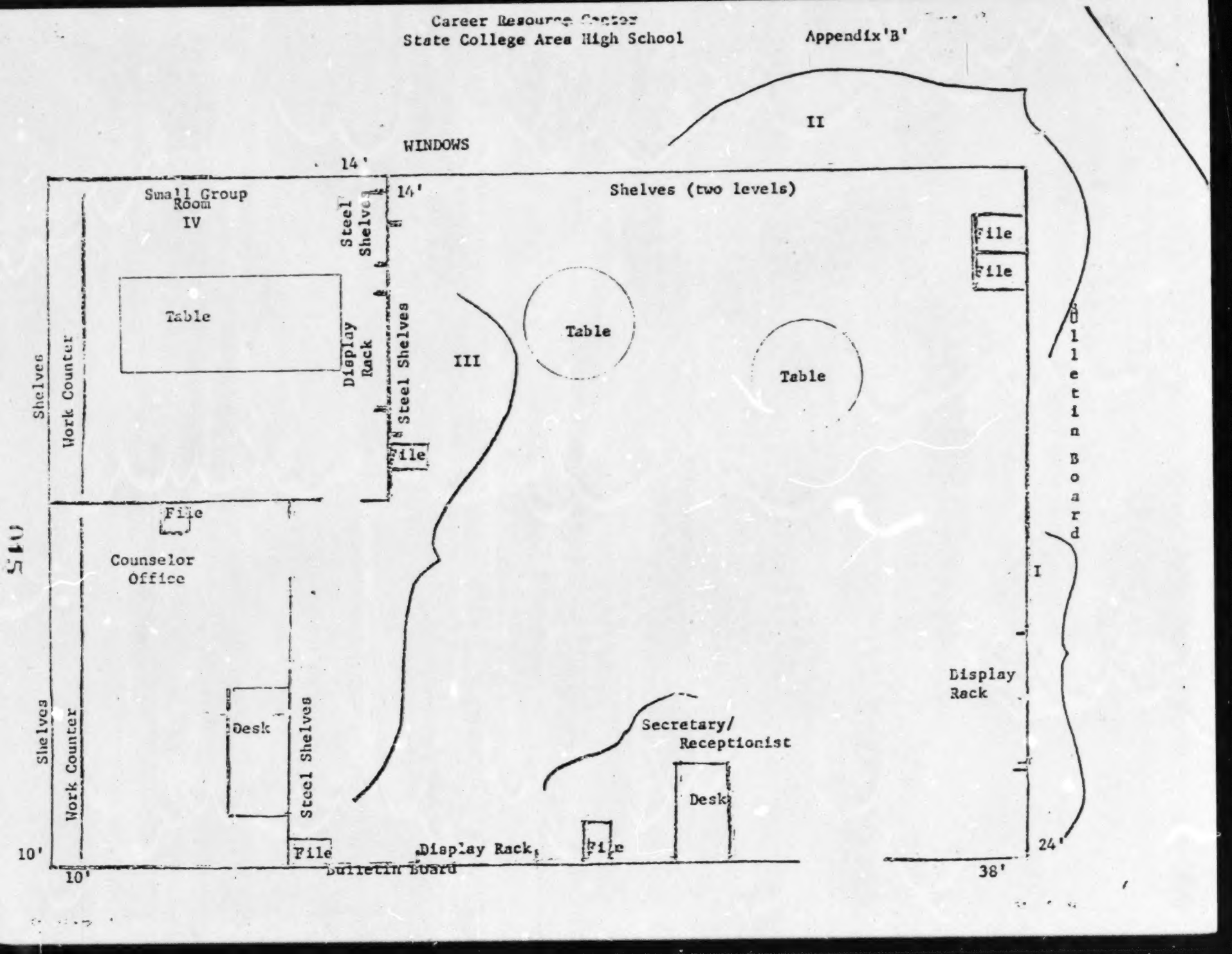
Universal Publishing & Distributing Corp.
253 East 45th Street
New York, N. Y. 10017

Vocational Gudiance Manuals
Universal Publishing & Distributing Corp.
New York, N. Y. 10000

Western Publishing Co., Inc.
School & Library Dept.
850 Third Avenue
New York, N.Y. 10022

Career Resource Center
State College Area High School

Appendix 'B'



USING THE CAREER RESOURCE CENTER

Career Resource Center

State College Area High School

I. Determine some TENTATIVE OCCUPATIONAL CHOICES through discussion with your counselor or by using an interest survey such as the Occupational View-Deck or the Self-Directed Search. Determine some occupations in which you might like to get involved.

II. Use a career brief or book, taped interview with a worker, or a sound filmstrip to get INFORMATION ABOUT THE CAREER you might like. Consider the job in terms of skills required, working conditions, hours, outlook and wages.

III. If the career chosen requires FURTHER SCHOOLING, use the college view-deck, school catalogs and reference books, to find out about entrance requirements, courses offered, and costs.

IV. After you get that job or get accepted to the school of your choice you might like to discuss WHAT IT WILL BE LIKE WHEN YOU GET THERE. This we do in the small group room.

Visit the Career Resource Center - - during your study hall or make an appointment with your counselor.

Notes:

CAREER PERMISSION SLIP

Career:_____

_____has my permission to attend a
Name

career meeting on_____, at_____
Date Time

in the Career Resource Center, Room 216.

TEACHER'S signature:_____

Date:_____

Counselor's Modus Operendi

School-Community Career Day

State College Area High School

State College, Penna.

1. Contact person to be visited.
2. Send follow up letter to person visited.
3. Send letter to parents with consent slip.
4. Give student request for approval of absence form.
5. Schedule pre and post conference with student.
6. Follow-up letter to person visited
   - A. Thank you
   - B. Any comments he has

   (Student will also be encouraged to write a note of appreciation.)

School-Community Career Day
Guidance Department
State College Area High School
State College, Penna.

The School-Community Career Day, a career education function of the State College Area High School, is a program which gives the student an opportunity to spend a day with an individual working in a career field in which the student has a genuine interest. During the day the student observes the individual as he goes about his daily activity. Of course, it is also a good opportunity for the student to ask questions of the resource person.

Prior to the actual visit, the student will meet with the counselor to discuss what the student might look for or what he might ask the resource person. Following the visit, the student and counselor will discuss the experience in terms of, "Now that you have first hand knowledge of the career field, do you think this would be a satisfying occupation for you?" We feel that it would also be beneficial for you as the parent to also discuss the experience with the student.

The visit will be arranged by the counselor. Transportation to and from the meeting place is the responsibility of the student. The student will be given a form which the classroom teachers will initial to give their approval.

I hope that this experience will have a positive influence on the student's potential for making an informed career choice.

_____
Counselor

* *

I consent for my son/daughter,_____,

to spend a day with_____who works as

_____. M___ _____

will meet_____on_____

at _____.

_____
Signature of Parent/Guardian

_____
Date

Teacher Permission

School-Community Career Day

State College Area High School

State College, Penna.

I have arranged for _____ _____ to spend _____
Date

visiting with _____.

This will give _____ a chance to get additional information on a career in which he has expressed interest. If you approve of this absence, please initial below.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____

_____
Counselor